



# California Friday Night Live Partnership

## Youth Development Outcomes Assessment Project



## Analysis of Youth Development Survey Data

### 2016-2017 Program Year

July, 2017

*Prepared for The California Friday Night Live Partnership by  
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**Acknowledgements**

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**About the Author:** Kathleen Tebb, PhD is an Associate Professor at the University of California San Francisco (UCSF), in the Division of Adolescent and Young Adult Medicine. She is a developmental psychologist and behavioral health researcher who specializes in understanding the factors that promote health and reduce adolescent risk taking behaviors. She has expertise in developing and evaluating interventions aimed at promoting the health of adolescents and young adults at multiple levels of influence including the individual, family, and broader community. In particular, Dr. Tebb has developed and evaluated interventions that incorporate a positive youth development framework to promote resilience and positive youth outcomes. She has also examined how program practices and public policy influence youth's access to and utilization of support services.

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# **SECTION I: FRIDAY NIGHT LIVE & CLUB LIVE INTRODUCTION**

## California Friday Night Live Partnership

### Youth Development Survey Results

2016-2017

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#### INTRODUCTION

##### ***Friday Night Live Programs are founded in an evidenced-based, Positive Youth Development Framework***

Friday Night Live (FNL) programs including FNL, FNL Mentoring (FNLM) and Club Live (CL) are founded in an evidence-based, positive youth development (PYD) framework. FNL engages youth as active leaders and resources in their communities and provides them with supports and opportunities to foster positive and healthy youth development. PYD programs share common features that includes fostering positive, caring relationships with adults and peers; actively engaging youth in developing and executing plans and activities; focusing on the individual strengths of youth; providing supports to enhance youths' skills and strengths; and creating opportunities for youth to make meaningful contributions to their own lives and in their communities.<sup>1,2</sup>

The PYD framework emerged from an accumulation of research involving prospective, longitudinal studies of children and adolescents that identified risk and protective factors across multiple contexts (i.e. family, peer, school and community) which predicted positive outcomes for youth.<sup>3,4,5</sup> This research was used to inform subsequent strengths-based PYD intervention efforts which represented an important shift away from a deficit model that targeted specific "problem" behavior(s) such as substance abuse, conduct disorders, delinquent and antisocial behavior, academic failure, and teenage pregnancy.<sup>6</sup> The enthusiasm and promise of this approach resulted in a proliferation of evaluation studies of PYD-based interventions which further contributed to the evidence-base.<sup>7-10</sup> A number of studies showed that PYD programs resulted in improved short and long term youth outcomes<sup>11</sup> across a number of domains.<sup>12-20</sup> For instance, PYD programs have been shown to protect youth against tobacco and alcohol initiation<sup>18,21</sup>, promote social skills<sup>19</sup>, and improve adolescent sexual and reproductive health<sup>15,20</sup>. PYD programs have also increased economic self-sufficiency, responsibility and civic participation of youth.<sup>15,22</sup> In addition, the benefits of PYD programs extend beyond the individual youth served and extend to the program sites, families, and the broader community.<sup>23</sup>

### ***Key Features of Settings that promote positive youth development:***

The proliferation of research on PYD interventions has also improved our understanding of what makes programs more or less effective in achieving positive youth outcomes. According to the Institute of Medicine Report<sup>14</sup>, effective community programs share a number of features (see Figure 1).

**FIGURE 1**

#### **Key Features of Effective PYD Community Programs**

Positive youth outcomes have been linked to PYD programs that provide the following supports and opportunities for youth:<sup>14</sup>

- Physical and psychological safety and security;
- Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions to participate in governance and rule-making and to take on leadership roles as one matures and gains more expertise;
- Emotional and moral support;
- Opportunities for adolescents to experience supportive adult relationships;
- Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors;
- Opportunities to feel a sense of belonging and feeling valued;
- Opportunities to develop positive social values and norms;
- Opportunities for skill building and mastery;
- Opportunities to develop confidence in one's abilities to master one's environment (a sense of personal efficacy);
- Opportunities to make a contribution to one's community and to develop a sense of purpose; and
- Strong links between families, schools and broader community resources.

Research shows that when these key features are incorporated into a youth program, youth experience the necessary supports, opportunities, and relationships to foster positive developmental outcomes across a variety of domains.<sup>24-26</sup> It also implies that it is important to hold youth programs accountable to these standards (i.e., the supports and opportunities they provide young people) as a way to assess how well these programs are preparing youth for *future success*.<sup>27</sup>

## ***FNL Youth Development Standards of Practice***

The California Friday Night Live Partnership (CFNLP), the Youth Leadership Institute (YLI), and California Alcohol and Drug Programs (ADP)<sup>i</sup> worked collectively, using seminal youth development research, to identify the practices and characteristics of settings that contribute to positive youth development and prevention outcomes. The result of this effort was the development of the FNL Youth Development Standards of Practice (SOP). The 5 SOP that were developed represent a set of critical supports, opportunities and skills that young people need to experience on a consistent basis to foster and sustain personal and social competencies in youth and to achieve long term positive developmental outcomes (see Figure 2).



### ***Evaluating FNL's Efforts to Promote Positive Youth Development: Overview of the Youth Development Survey (YDS)***

The overall purpose of the assessment process is to improve the quality and effectiveness of FNL programs. Our evaluation approach incorporates four main strategies: assessing the application of evidence-based youth development practices; addressing the program requirements; building local evaluation capacity; and emphasizing continuous program improvement. More specifically, the evaluation process provides the following information and opportunities:

- ***Information about how effectively programs are applying the youth development standards of practice (SOP).*** The assessment is designed to measure how effectively programs are integrating the 5 youth development SOP, and ultimately steering participants away from unhealthy behaviors while building skills, relationships and community connections.

<sup>i</sup> ADP is now part of the California Department of Health Care Services

- **Information to help guide self-assessment and program improvement efforts.** Program staff and youth participants are encouraged to utilize the results from the youth development survey to help guide program improvement efforts and provide “course correction.” Technical assistance and support is available to programs to help identify strategies and practices that could be implemented to address survey results. This step—translating the evaluation results into practical recommendations—is perhaps the most important stage of an evaluation or assessment; yet, it is the step most often overlooked.
- **Opportunities for county staff, advisors and youth to build local evaluation capacity.** Through the assessment process, stakeholders have the opportunity to participate in and learn about program assessment. One goal of this process is to build local capacity in evaluation and assessment so that these activities can ultimately be integrated into program models and conducted in an ongoing way at the local or program level.

The YDS was first created in 1996 and is continually refined to reflect the growth and development of the FNL system and to integrate the latest youth development research. For instance, in 2002-03, the YDS was expanded to address the requirements of the No Child Left Behind Act and the Safe and Drug Free Schools and Communities (SDFSC) legislation. At this time, the survey was revised as part of a scientific validation process to strengthen its evidence-based practices. In 2004, the Youth Leadership Institute’s evaluation team, with support from a researcher from the University of California, Berkeley, validated the instrument to ensure that the survey results truly measure the outcomes associated with the SOP and SDFSC. In the spring of 2005, the survey was adapted to meet the needs of younger participants in the FNL system. The result was two versions of the survey: (1) for FNL/FNL Mentoring counties and (2) a “younger” version for Club Live (CL) members and protégés. In 2012-13, there was a focus on administering the YDS in all FNL “Roadmap” chapters – i.e. chapters that are implementing the FNL curriculum very closely, and are required to administer the survey to meet FNL “Members in Good Standing” requirements. This requirement also improved survey participation.

In 2016-2017, the California Friday Night Live Partnership (CFNLP) convened a workgroup to review the FNL Youth Development Survey. The workgroup was comprised of FNL leaders from the field and experts in program evaluation, positive youth development and survey design. The review resulted in modifications to improve the survey so that it captures data that is most meaningful to program stakeholders and audiences; includes a sufficient number of items to capture the multiple dimensions of each SOP while removing any items that were no longer relevant; and improve item wording so it would be more “youth-friendly”. The revised survey was reviewed by members of the workgroup, pilot tested with youth to ensure youth were able to understand and respond appropriately to each survey item, and assessed to ensure items continue to reflect the SOP.

### **Methods:**

Administering the YD Survey is required for all FNL Counties, and at a minimum, 80% of each FNL Roadmap chapter should be surveyed. The CFNLP and the evaluator conducted three



survey administration webinars for FNL program staff. FNL program staff was instructed to administer the online survey between March 17<sup>th</sup> and May 5<sup>th</sup>, 2017 to youth who have consistently participated in program for 5 to 6 months in order to capture information from youth who are knowledgeable about the program and have experienced enough of FNL to reflect upon it. It is confidential, voluntary and youth can skip any question they do not wish to answer.

The survey gathers basic demographic information and duration of program participation. It also includes 37 items on the standard version and 34 items on the version adapted for younger participants. All items are rated on a Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). In addition, there are two open-ended questions to provide youth with an opportunity to share why the program is important to them and suggestions for program improvements.

### ***Data Analysis***

Data are analyzed by an independent evaluator and findings are presented in a State-wide report and county-specific report for participating FNL/CL counties.<sup>ii</sup> The report includes the following data and analysis:

- Demographic data on survey respondents. The report provides basic descriptive information about the FNL/CL participants who completed surveys, including gender, age, zip code, socioeconomic status, language spoken by youth's family, primary ethnicity, and length, frequency, and intensity of program involvement.
- Descriptive statistics on youths' experiences of the FNL youth development standards of practice. The report provides the questions that were used to measure each standard of practice as well as information for overall responses related to each of the five standards. The results are scored by standard, with overall composite mean scores.

### ***How you can use the data in this report:***

Information from the YDS can be used to better understand how youth are experiencing the program, whether program settings are rich in supports and opportunities for each of the SOPs, and to identify areas that could benefit from program improvement efforts. In addition, information can be shared with program stakeholders (funders, community leaders, schools, other community partners, etc.) to raise awareness about FNL programs. We encourage youth participation in reviewing and presenting findings from the YDS and youth engagement in planning ongoing program improvement efforts. For additional guidance on how to use the data in this report, see Appendix Reflection and Action.

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<sup>ii</sup> County-specific reports are provided if there are more than two survey respondents.

## Overview of Statewide Friday Night Live and Club Live Findings

In 2017 there were a total of 3,350 survey respondents for both FNL and CL. The FNL survey was administered in 48 counties with a total of 1,731 youth. The CL survey was also administered in 25 counties with a total of 1,619 survey respondents.

- ✓ **Friday Night Live and Club Live continues to serve an ethnically, culturally, linguistically, and socio-economically diverse group of young people.**
- Friday Night Live participants identify their ethnic/cultural background most often as Latino(a) (39%), White/European (20%), Asian/Pacific Islander (11%), multi-ethnic (8%), African American/Black (5%), Native American (2%), Middle Eastern/North African (1%), and 13% did not report.
- Club Live participants are primarily Latino(a) (37%), White/European (22%), multi-ethnic (11%), African American/Black (8%), Asian/Pacific Islander (9%), Middle Eastern/North African (2%), Native American (4%) and 6% did not report.
- In FNL, over half of participants speak languages other than English (32% of speak English *and* another language at home and 23% speak a language other than English) while just less than half (49%) report exclusively speaking English at home. The most common non-English languages were Spanish, Vietnamese, Cantonese, Tagalog, Hindi/Urdu, Punjabi, Hmong/Lao and Farsi.
- In Club Live, 46% of participants speak English *and* another language at home; 10% speak a language other than English; and 45% only speak English. The most common languages Club Live participants reported speaking at home were Spanish, Tagalog, Vietnamese, Hmong, Arabic, Chinese, Khmer, Russian, Hindi and Punjabi.
- Over half (60%) of Friday Night Live participants and (55%) of Club Live participants stated that they qualify for free or reduced lunch. However, this is likely a conservative estimate as many youth report not knowing whether or not they qualify.
- ✓ **Participants spend a significant amount of time in Friday Night Live and Club Live, and these programs reach a number of young people who are not involved in other extra-curricular activities.**
- Program involvement for two semesters or more was 77% for FNL participants and 84% for Club Live. In addition, 62% of FNL and 59% of Club Live participants say they participate in program activities one or more times per week.

- Most of FNL participants (71%) and over half of Club Live participants (53%) participate in their program for at least one hour each time they attend.
- ✓ **Friday Night Live and Club Live programs provide youth development supports and opportunities young people need to thrive across each of the Standards of Practice (SOP). These were highest for the SOP of Safe Environment and Leadership and Advocacy.**
- ✓ **Youth who participated in the FNL for 1 or more semesters rated each SOP and the ATOD items significantly higher than those who had less participation (see Table 1). This was not applicable for CL because only two youth participated for less than one semester.**

**Table 1. Mean Ratings for SOP categories by length of program participation**

SOP Category	Mean Ratings	
	Less than 1 Semester	1 or more Semesters
SOP Safe Environment	4.79	5.22*
SOP Relationship Building	4.64	5.07*
SOP Community Engagement	4.67	5.06*
SOP Learning and School Bonding	4.38	4.79*
SOP Leadership and Advocacy	4.76	5.15*
SOP Skill Development	4.54	4.98*
ATOD Attitudes	4.91	5.28*

\*p-value <.001

- ✓ **Youth eligible for the Free or Reduced Lunch program rated each of the SOP (with the exception of Safe Environment) and the ATOD item significantly higher than those who were not eligible (see Table 2). There were no significant differences for CL youth.**

**Table 2. Mean Ratings for SOP categories by Eligibility for Free or Reduced Lunch**

SOP Category	Mean Ratings	
	Not Eligible	Eligible
SOP Safe Environment	5.14	5.20
SOP Relationship Building	4.96	5.07*
SOP Community Engagement	4.94	5.09*
SOP Learning and School Bonding	4.52	4.87*
SOP Leadership and Advocacy	5.06	5.16*
SOP Skill Development	4.83	5.00*
ATOD Attitudes	5.18	5.28*

\*p-value <.05

- ✓ **FNL and CL youth who spoke languages other than English had significantly higher SOP mean ratings for School Engagement than English only speakers.**

The following is a summary of the SOP ratings for all FNL and the CL survey respondents:

- *SOP Physical and Emotional Safety*
  - In FNL, 72% experienced “strong”<sup>iii</sup> and 23% experienced “sufficient”<sup>iv</sup> supports for safe program environments, while only 6% reported that more opportunities are needed in this area.
  - In CL, 66% experienced “strong” and 27% experienced “sufficient” supports and opportunities for safe environment, while only 7% reported that more opportunities are needed in this area.
- *Relationship Building:*
  - In FNL, 61% experienced “strong” and 31% experienced “sufficient” supports and opportunities for relationship building, while 8% reported that more opportunities are needed in this area.
  - In CL, 54% experienced “strong” and 35% experienced “sufficient” supports and opportunities for relationship building, while 11% reported that more opportunities are needed in this area.
- *Community Engagement*
  - In FNL, 62% experienced “strong” and 30% experienced “sufficient” supports and opportunities for community engagement, while 8% reported that more opportunities are needed in this area.
  - In CL, 64% of participants experienced “strong” and 27% experienced “sufficient” supports and opportunities for community engagement, while 9% report that more opportunities are needed in this area.
- *Learning and School Bonding*
  - In FNL, 53% experienced “strong” and 31% experienced “sufficient” supports for commitment to learning and school, while 16% reported that more supports are needed.
  - In CL, 55% experienced “strong” and 29% experienced “sufficient” supports for commitment to learning and school, while 15% reported that more supports are needed.

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<sup>iii</sup> Mean score of 5.0 or above on a Likert scale of 1=Strongly Disagree and 6=Strongly Agree

<sup>iv</sup> Mean score of 4.0-4.9 on a Likert scale of 1=Strongly Disagree and 6=Strongly Agree

- *Leadership and Advocacy:*
  - In FNL, 70% experienced “strong” and 24% experienced “sufficient” supports and opportunities for leadership and advocacy, while only 6% reported that more opportunities are needed in this area.
  - In Club Live, 61% of participants experienced “strong” and 30% experienced “sufficient” supports and opportunities for leadership and advocacy, while 9% reported that more opportunities are needed in this area.
- *Skill Development:*
  - In FNL, 58% experienced “strong” and 32% experienced “sufficient” opportunities for skill building in their programs, while 9% reported that more skill building opportunities are needed. Specifically,
    - 94% reported developing skills pertaining to working as part of a group.
    - More than 80% reported developing skills in the areas of planning events and activities; active listening; examining issues in school and community; developing an action plan; and carrying out a plan.
    - More than 70% developed skills in the areas of public speaking; time management; and leading group discussions.
    - Almost 45% reported developing writing skills.
  - In Club Live, 51% experienced “strong” and 37% experienced “sufficient” opportunities for skill building in their programs, while 13% reported that more skill building opportunities are needed. Specifically,
    - More than 80% reported developing active listening skills.
    - More than 75% reported developing skills in the carrying out a plan and examining issues in school and the community.
    - More than 70% developed time management skills.
    - 2/3 (33%) reported developing skills in working as part of a group.
- ✓ **Friday Night Live and Club Live participants experienced opportunities in their programs that supported them to not use alcohol, tobacco, and other drugs (ATOD).**
- 90% of CL and 77% of FNL participants agree or strongly agree that they learn about problems that ATOD can cause through the program.
- 81% of CL and 67% of FNL participants agree/strongly agree that because of FNL, they support other youth make healthy choices that don’t involve ATOD.

## GLOSSARY OF TERMS

The following are helpful definitions for words that appear in this report:

**Convenience Sample** - In general, convenience samples use individuals that are readily available instead of individuals randomly selected from the entire program or community of interest. It is a practical approach when limited resources and little time are available. However, if (a) all youth participating in FNL/CL were not surveyed or, (b) randomly selected to take the survey, the survey results may not apply to all youth in FNL/CL programs. When looking at the results of the Youth Development Survey, look at the number of youth reporting from each county and the demographic information from the survey participants. If any groups are missing, the survey results may be biased.

**Mean** – Each youth development standard of practice is reported as a mean score, which is the average of all the answers to one or more survey questions that measure that standard of practice. For example, 7 survey questions were used to measure youths’ Community Engagement. If 400 youth participated in the survey, then the Community Engagement mean score reflects the average response of all 400 youth on those 7 questions.

**Missing** – The number of youth who did not answer a survey question.

**n** – The number of youth who answered a survey question.

**Sample** – This term refers to the group of youth who participated in the Youth Development Survey. Depending on how many youth participated in the survey and how they were chosen, the survey results for this group of youth may or may not apply to all FNL/CL youth. When looking at survey results, it is important to consider how well the group of youth who participated in the survey represents all of FNL/CL youth and whether there are any groups not included in the survey results. For example, did some chapters choose to not participate due to barriers such as low attendance or low reading ability?

**Standard Deviation** -- This is a measure of how spread-out a group of answers to one or more survey questions are. The larger the standard deviation, the more spread-out the answers are. For example, while looking at the Community Engagement mean score (see “Mean” above) for the 400 youth who participated in the Youth Development Survey, it may be important to know if most of their answers to the survey questions were right around the average or if their answers tended to vary. The standard deviation provides that information. Higher standard deviations indicate that youths’ responses varied more, while lower standard deviations indicate that youths’ responses varied less.

**Statistically Significant** -- the likelihood that a relationship between two or more variables is caused by something other than random chance.

## **SECTION II: FRIDAY NIGHT LIVE RESULTS**

## PARTICIPANT DEMOGRAPHICS

There were a total of 152 youth who participated in the Youth Development Survey from San Bernardino County. Youth came from 15 programs. The number of respondents per program is listed in the following table. There was no chapter/school name provided for 1 participant.

Due to the convenience sampling method used in this survey, the respondents may not represent the entire set of participants in FNL youth programs throughout the county; any generalizations should therefore be applied with caution.

Club Name	Number of respondents
Summit HS	30
Bloomington 2017	21
AB Miller	20
Alta Loma 2017	17
Big Bear	9
Granite Hills	9
Oak View HS	8
Serranto HS	8
Pacific HS	7
Rim High School	6
Adelanto HS	5
Job Corps	5
Colton HS	4
Bayside	1
Beuna Vista	1
Missing	1

The 2016-2017 Youth Development Survey report provides basic descriptive information about the youth who completed the surveys including:

- gender
- age
- socioeconomic status
- language spoken by youth's family
- primary race/ethnicity
- length of program involvement
- frequency of program involvement
- intensity of program involvement
- previous participation in Club Live



## Gender

n=146

missing= 6

Female: 63%

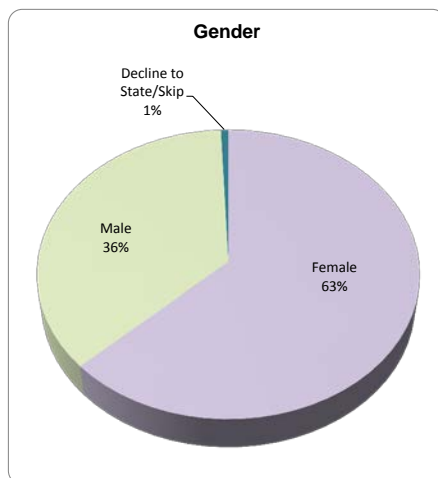
Male: 36%

Other: 0%

Female to Male Transgender: 0%

Male to Female Transgender: 0%

Decline to State/Skip: 1%



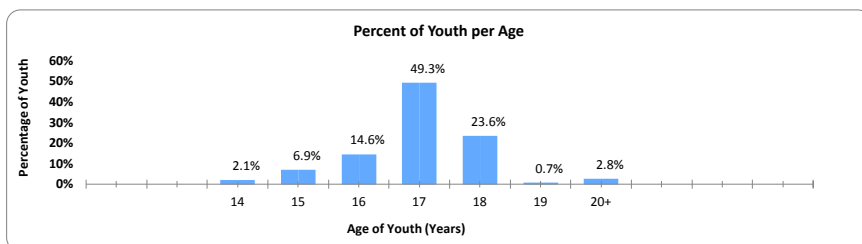
## Age

n=144

missing=8

The FNL participants ranged in age from 14 to 23 years.

The average age of participants = 17.03 years old. The following table presents the proportion of youth for each age.



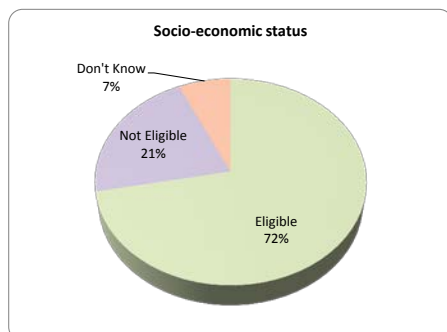
## Socioeconomic Status

n=146

missing=6

To assess socio-economic status, youth were asked to report if they qualified for free- or reduced lunch at school. According to the U.S. Department of Agriculture, Food and Nutrition Service's income eligibility guidelines for 2016-2017<sup>i</sup>, a family of four who earns \$44,955 or less annually qualifies for free or reduced meals.

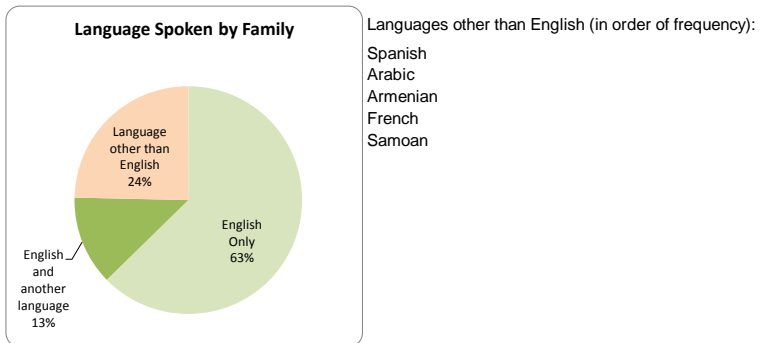
<sup>i</sup> For the full list of income eligibility guidelines, go to: <http://www.nj.gov/agriculture/divisions/fn/pdf/form127.pdf>



## Language

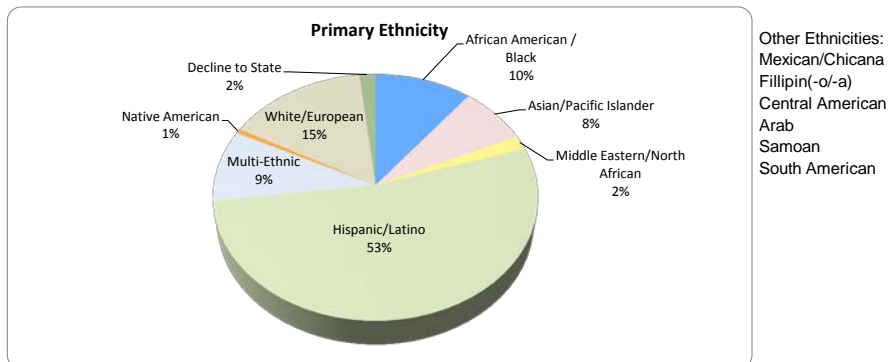
*n*=142  
*missing*=10

Survey respondents reported which language is spoken by their families:



## Primary Ethnicity

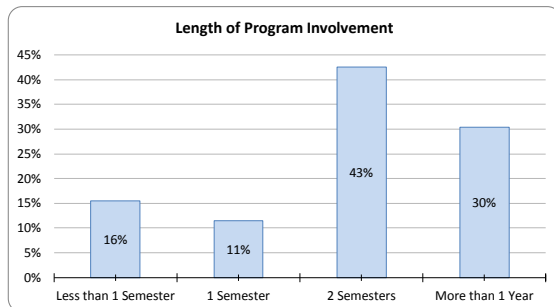
Youth who took the survey were asked to check the category that best describes their ethnicity or cultural background. The following is the distribution of responses:



## Length of Program Involvement

*n=148*  
*missing=4*

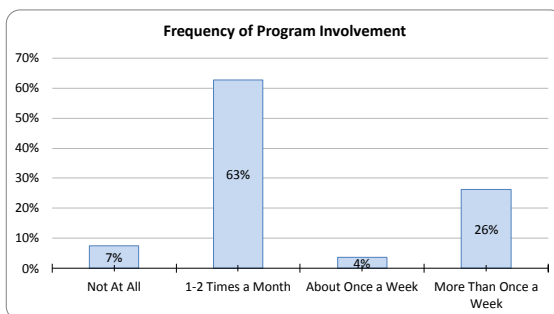
Youth who took the survey were asked how long they have been involved with your program:



## Frequency of Program Involvement

*n=107*  
*missing=45*

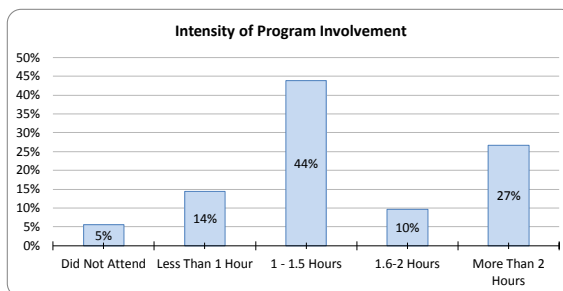
Youth were asked to report how frequently they participated in FNL activities in the past month:



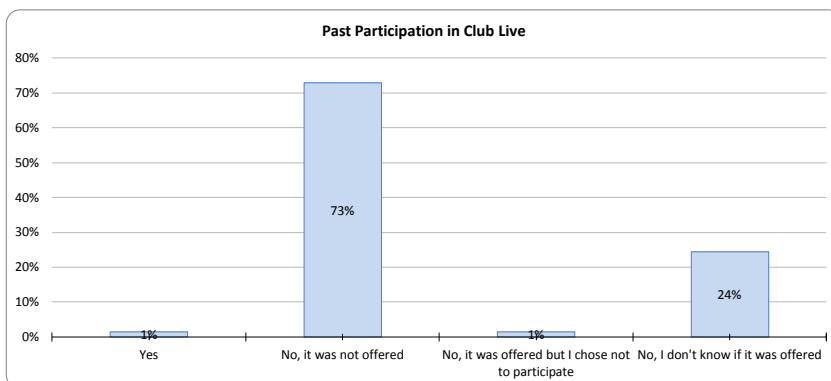
## Intensity of Program Involvement

*n=146*  
*missing=6*

Youth who took the survey were asked how long they typically stay at program meetings, events and activities:



## Past Participation in Club Live (in middle school)



## STANDARDS OF PRACTICE (SOP)

The next set of charts summarize youths' responses to the questions in each of the five standards of practice (SOP):

(1) Safe Environment, (2) Caring and Meaningful Relationships, (3) Community and School Engagement, (4) Leadership and Advocacy, and (5) Skill Development. Youth are asked to answer each question using a 6 point Likert agreement scale where: 1= Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree. Each SOP is assessed with multiple questions. We provide the overall mean and standard deviation for each SOP category as well as the means and standard deviations for each of the individual items within the SOP.

The mean score is the average of all of the responses for all of the questions within the SOP. If the mean score for Community Engagement is 4.5, this indicates that young people reported, on average, that they "Slightly Agree" to "Agree" that they experience opportunities to connect and engage with the community through your program.

The standard deviation (SD) is a measure of how spread out a group of answers are. The larger the standard deviation is, the more spread out the answers are. For example, if 10 youth respond to the item "My program has helped to create some kind of positive change in the community" on a scale from 1 (Strongly Disagree) to 6 (Strongly Agree) the mean (or average) response might be a 3, which is right in the middle. If the standard deviation is small, most of the responses are close to the mean (in this case 3). However, if the SD is large, there is more range in the responses with some youth answering with a 1 and others a 5 or 6, yet the average of those scores is still in the middle of the scale in this case 3.

Finally, to give you more detailed information about how young people are experiencing the standards of practice in your program, charts are provided that show the percentage of youth who report that their opportunities to experience each standard of practice are "Strong," "Sufficient," "Needs Improvement," or "Insufficient." The categories were chosen as follows:

Mean Score=5.0 and above: scores are in the "Agree to Strongly Agree" range, meaning that youths' experiences of this standard of practice are "Strong."

Mean Score=4.0-4.9: scores are in the "Slightly Agree to Agree" range, meaning that youths' experiences of this standard of practice are "Sufficient."

Mean Score=3.0-3.9: scores are in the "Slightly Disagree to Slightly Agree" range, meaning that youths' experiences of this standard of practice may "Need Improvement."

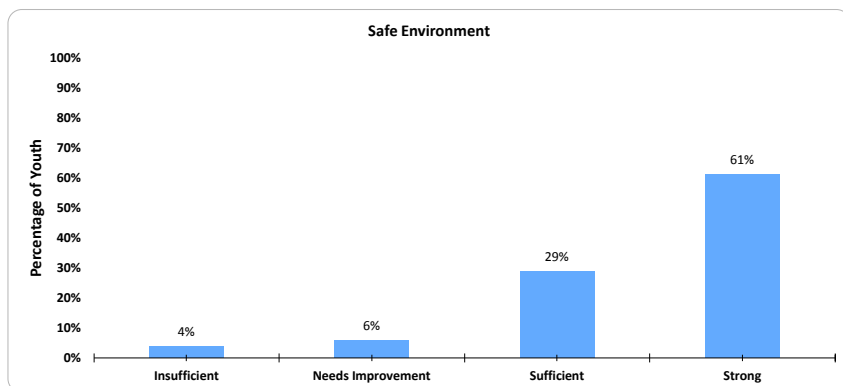
Mean Score=2.9 and below: scores are in the "Strongly Disagree to Slightly Disagree" range, meaning that youths' experiences of this standard of practice are "Insufficient."

## Safe Environment: Youth feel safe physically and emotionally

mean=4.94

standard deviation=0.85

Do young people feel like FNL provides a safe environment?



### Survey Questions that Measured Safe Environment:

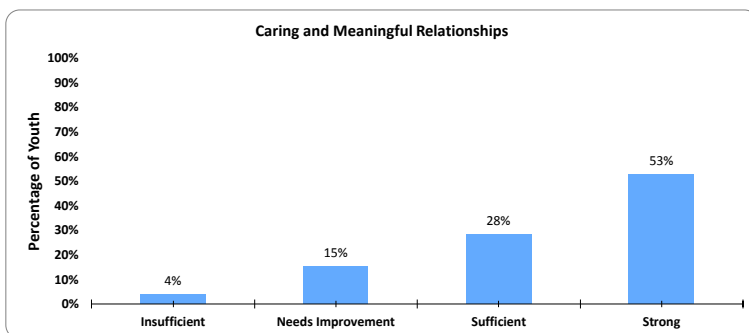
	N	Mean	SD
In FNL, staff and youth treat each other with respect.	151	5.22	0.96
In FNL, I can say what I think or feel without being criticized or put down.	150	4.86	1.08
FNL provides a space where I feel physically safe.	150	4.97	1.06
In FNL, youth respect each other's differences (e.g. gender, race, culture, religion, sexual orientation, etc.).	151	5.15	1.03
In FNL, I feel accepted for who I am.	151	5.13	1
In FNL, I learn how to work with people that I don't always agree with.	148	4.78	1.24
In FNL, I have opportunities to work with youth and adults to solve conflicts.	150	4.67	1.21

## Caring and Meaningful Relationships

mean=4.77

standard deviation=0.86

In FNL, do young people feel that they have the opportunity to develop and build caring and meaningful relationships?



### Survey Questions that Measured Caring and Meaningful Relationships:

	N	Mean	SD
In FNL, I feel like others really get to know me.	151	4.32	1.39
Through FNL, I have worked closely with youth that come from different backgrounds (e.g. racial/ethnic, religious, economic, gender, or sexual identity).	151	5.1	1.23
FNL gives me opportunities to spend time with adults in a positive way.	151	4.88	1.02
FNL encourages me to learn about the identities/cultural backgrounds of others.	152	4.65	1.2
FNL provides me with opportunities to build new friendships.	151	4.87	1.14
I feel like other people in FNL care about me.	151	4.56	1.28
There are adults in FNL who care about me.	151	4.94	1.15

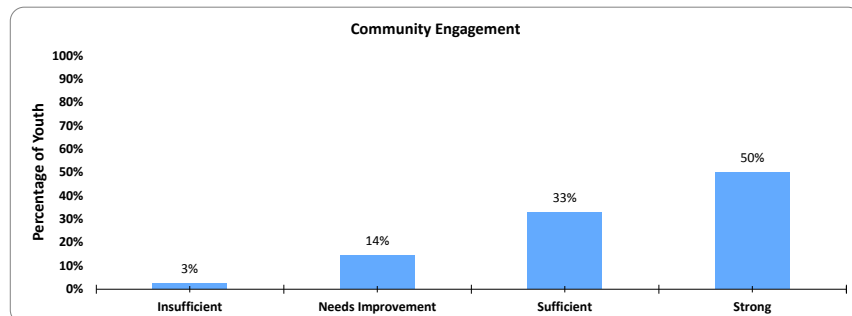
## Community and School Engagement

### A. Community Engagement

mean = 4.76

standard deviation = 0.92

Are young people forming relationships with adults and their peers in your program?



#### Survey Questions that Measured Community Engagement:

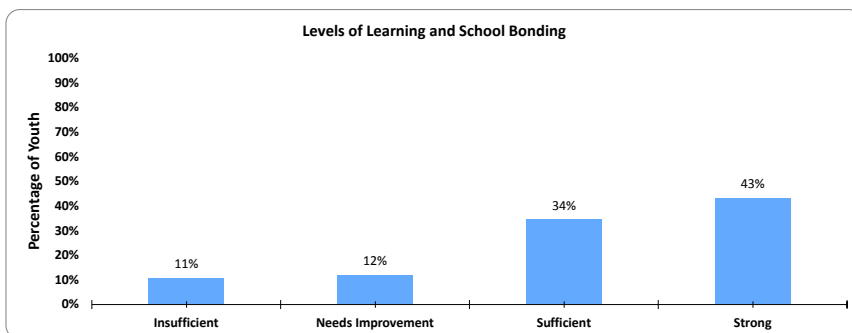
	N	Mean	SD
FNL participates in events that take place in the larger community.	151	4.58	1.12
Through FNL, I have learned a lot about youth groups and activities in my community.	149	4.64	1.36
In FNL, youth have opportunities to take action in our community to create positive change.	151	5.07	1
I work with FNL to make things better in my community.	151	4.98	1.02
Because of FNL, I have a better understanding of the strengths and challenges of my community.	149	4.76	1.18
Because of FNL, I feel more engaged in my community.	150	4.64	1.25

### B. Learning and School Bonding/Engagement

mean=4.5

standard deviation=1.17

Does being part of your program help youth feel more excited about and committed to school?



#### Survey Question that Measured Learning and School Bonding:

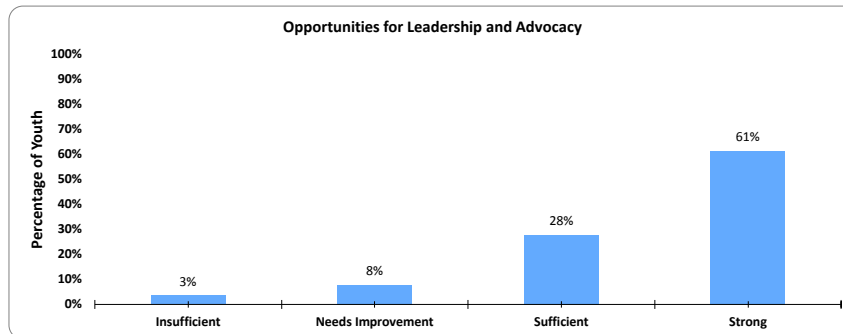
	N	Mean	SD
Because of my involvement in FNL, I am more likely to continue my education (eith through college or specialized training).	150	4.68	1.4
Because of FNL, I am more excited about going to school.	150	4.19	1.37
Through FNL, I've learned about opportunities for my future.	147	4.59	1.27
Because of FNL, I am more committed to doing well in school.	150	4.53	1.28

## Leadership and Advocacy

mean=4.89

standard deviation=0.91

Do young people have the opportunity to build their leadership skills in your program?



### Survey Questions that Measured Leadership and Advocacy:

	N	Mean	SD
Youth and adults work together to make decisions in FNL.	149	5	1.02
In FNL, adult staff provide youth with leadership roles (e.g. planning activities, facilitating meetings, making presentations, etc.).	151	5.01	1.13
FNL prepared me to take action in my community.	151	4.81	1.17
Because of FNL, I want to take action in my community.	144	4.73	1.15
FNL helps me believe I can try new things and take on new challenges.	151	4.99	1.14

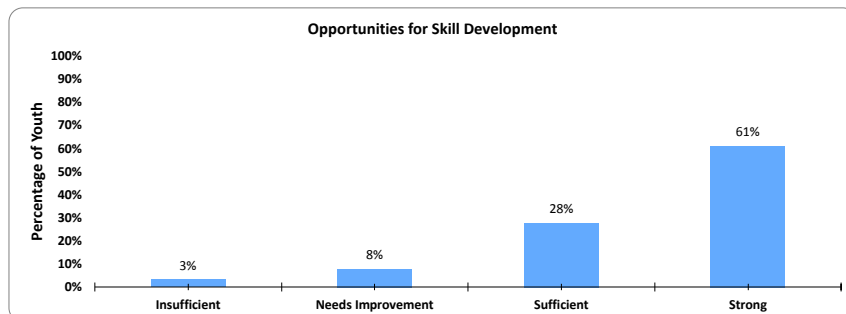


## Skill Development

mean=4.73

standard deviation=0.98

Do young people have the opportunity to build their leadership skills in your program?



### Survey Questions that Measured Skill Development:

	N	Mean	SD
I've felt challenged to push myself in FNL.	150	4.26	1.49
FNL gives me opportunities to use the new skills I am learning.	146	4.81	1.2
FNL gives me opportunities to use my leadership skills.	149	5.11	1.04
Because of FNL, I know what to do if my peers are teasing or harassing others.	146	4.79	1.29

### Specific Skills

Youth were provided a list of skills and asked if participating in FNL gave them opportunities to build those skills.

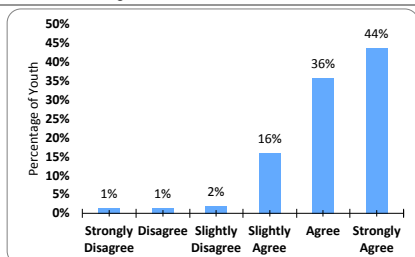
If they stated yes, then they were asked if it was a new skill.

Through FNL, I've had an opportunity to build upon the following skills:	% of Youth who answered Yes	If Yes, % who stated it was a new skill
Public Speaking	75%	30%
Working as part of a group	95%	14%
Planning events and activities	84%	43%
Writing Skills	38%	13%
Planning and organizing my time	70%	25%
Active listening (carefully listening and showing the other person that you understand what s/he is saying)	89%	31%
Carrying out a plan	76%	31%
Leading a group discussion or meeting	69%	44%
Examining issues in my school and community	81%	56%
Developing an action plan to address school or community issues	82%	56%

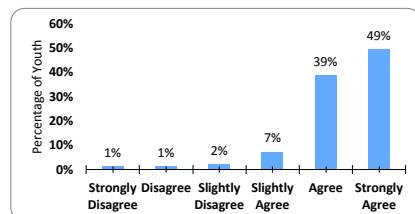
## ALCOHOL, TOBACCO, AND OTHER DRUGS

The following charts provide information about how FNL impacts youth's attitudes and knowledge about Alcohol, Tobacco, and Other Drugs (ATOD). The means and standard deviations are provided followed by a graph showing the percentages of young people who reported whether they "Strongly Disagree," "Disagree," "Slightly Disagree," "Slightly Agree," "Agree," or "Strongly Agree" with statements about ATOD.

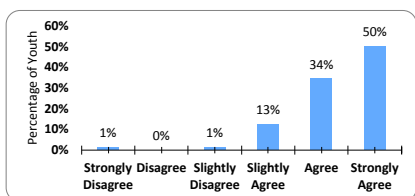
	N	Mean	SD
My involvement in FNL helps me decide to do other things instead of using alcohol, tobacco, or other drugs.	151	5.15	1.00



	N	Mean	SD
In FNL, I learn about problems that alcohol, tobacco and other drugs can cause.	150	5.2	0.95



	N	Mean	SD
Because of FNL, I support other youth to make healthy choices that don't involve alcohol, tobacco or other drugs.	151	5	0.90





## San Bernardino County

Friday Night Live(FNL) builds partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities.

152 Youth Survey Participants in 2016-2017

The average age = 17.03 years old



63% Female

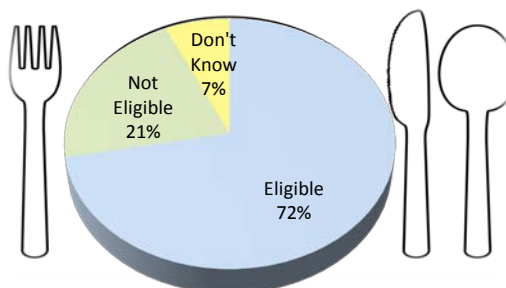


36% Male

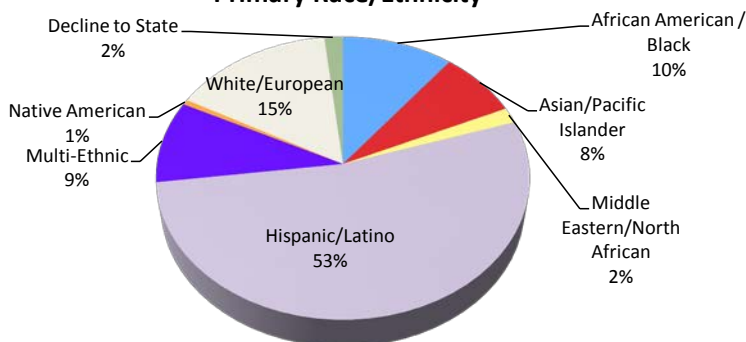
1% Declined

***FNL Serves a Diverse Group of Youth***

**Free & Reduced Lunch**



**Primary Race/Ethnicity**



***FNL Promotes Resilience***

FNL provides opportunities for leadership & advocacy 59%

FNL promotes school engagement 69%

FNL provides youth opportunities for community involvement & connection 80%

Youth developing caring & meaningful relationships with adults & peers 78%

FNL provides a safe environment (physically & emotionally) 85%

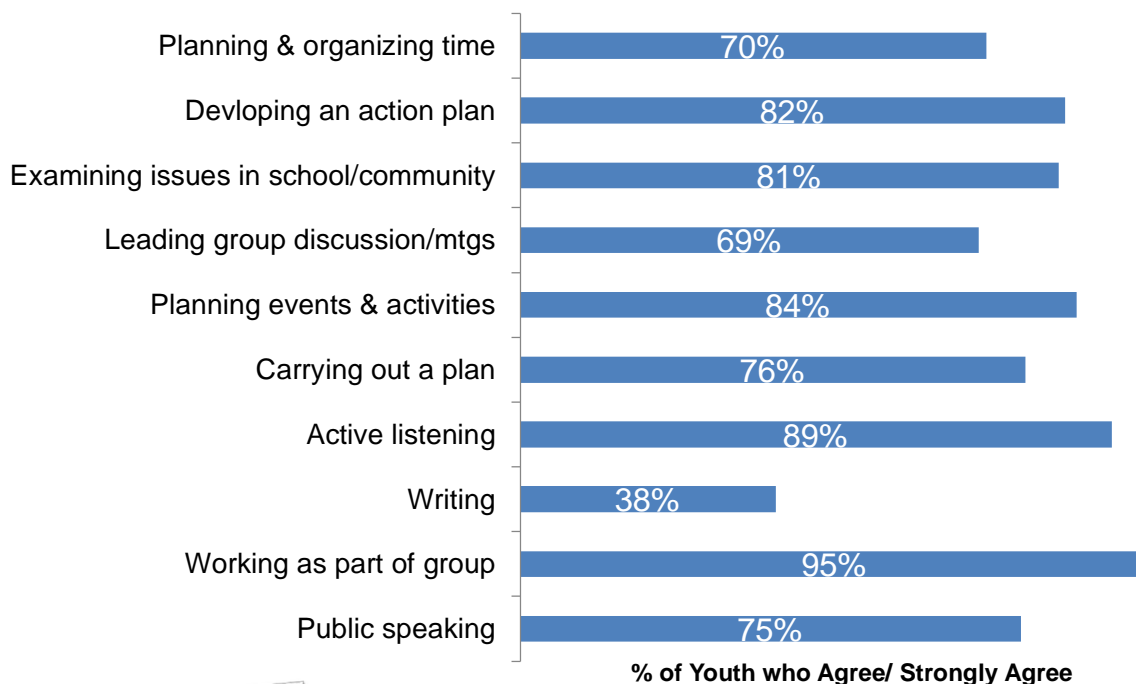
% of Youth who Agree/Strongly Agree



## ***FNL Builds Youths' Skills***

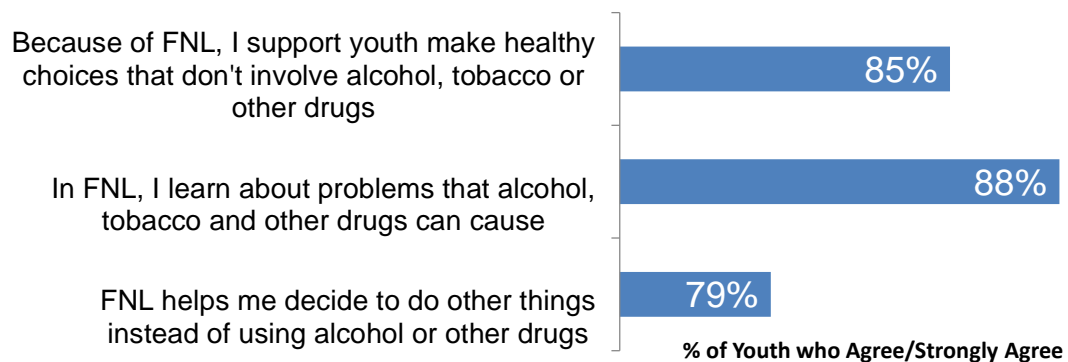
**77% of youth report developing skills in FNL**

### **% of Youth Who Built Specific Skills in FNL**



*"In FNL I learn important skills that I can apply in school which makes me a better student and person." -- 16 year old participant*

## ***FNL Reduces ATOD Risk***



## RESPONSES TO OPEN-ENDED QUESTIONS

### ***Why is being in Friday Night Live important to you?***

Of the 152 youth who completed the survey, 144 responded to this question. The following is a summary of the major themes that emerged.

FNL Makes a Positive Difference for Youth and in their Communities: Most youth (n= 69) noted that making a difference and improving the community as the most important part of FNL. The following quotes illustrate this theme:

***“Being in FNL is important to me because I feel like I am doing something good for the community.”***

***“It helps me to be more involved and helpful in my community.”***

***“...because it showed me how influential I can be and that I can make a positive impact.”***

Youth Learn New Skills in FNL: Skill development and was another common theme with 31 respondents noting this aspect as an important part of FNL.

***“...because I learned a lot of new skills that helped me. FNL made me go out of my comfort zone and all the workshops benefitted me greatly.”***

***“I feel like the club can influence people to make better choices and be safe and sober. This can lead to having a better future.”***

***“I enjoy being part of community projects and public speaking and involvement.”***

FNL Raises Awareness of ATOD and Promotes Healthy Behaviors: Learning about ATOD was an important topic for many additional youth.

***“It’s Important because FNL is trying to make the community safe and spread awareness of the dangers of alcohol and drugs,”***

***“I feel like the club can influence people to make better choices and be safe and sober. This can lead to having a better future.”***

FNL Makes a Positive Difference for Youth and in their Communities: Most youth (n= 39) noted that making a difference and improving the community as the most important part of FNL. The following quotes illustrate this theme:

***"It allows me to be a part of my community and help others."***

***"FNL is important to me because it gives me the chance to work with others and build a healthier community."***

***"FNL is important to me because I am surrounded by people who want to make our community a better place. I love how involved we get in order to spread awareness of a drug free life."***

Youth Develop Caring and Meaningful relationships in FNL: Many youth (n=25) commented on the positive relationships and relationship building skills they developed in FNL.

***"Friday Night Live is important to me because it helped me to be more open and share some of my memories with others."***

***"Because it has taught how to care more about others feelings and help with their issues."***

Youth Learn New Skills in FNL: Skill development and was another common theme with 28 respondents noting this aspect as an important part of FNL. Youth mentioned that FNL contributed to a wide range of skills (leadership, public speaking, working as part of a group and interpersonal skills).

***"It gave me the ability to take leadership in my school and gain stronger public speaking skills."***

***"Being a part of Friday Night Live is important to me because I have built on skills I have acquired as well as gain new ones."***

***"Being part of FNL has shown me many traits on how to become a leader. It showed me important skills such as: leading, publicly speaking, group work, etc."***

***"Being in Friday Night Live gives me the opportunity to partake in various team building exercises that boost both my moral and leadership skills. We also evaluate various problems within our community. This allows us to address these issues by coming up with various solutions for these problems."***

FNL Raises Awareness of ATOD and Promotes Healthy Behaviors: Learning about ATOD was an important topic for many additional youth (n=22) involved in the program.

***"Being in Friday Live Night is important to me because I like helping people see the effects of alcohol abuse. It's important that people, especially young adults, know that there are better alternatives than getting into alcohol and drugs."***

***"I want more kids to be aware about the risks of alcohol and drugs."***

***"It is important to me because I have had a lot of bad experiences with drugs and alcohol and I have seen the consequences of it, and I would never want those consequences put upon my peers. Being in this program helps me to help them prevent substance abuse."***

FNL Provides a Safe and Fun Environment: A few youth (n=9) commented on the safe and fun environment that FNL provides youth. Many of these youth felt that this environment allowed them to express and be themselves.

***"I feel it is a place I can go and feel happy. I actually feel as if everyone is wanted there."***

***What if anything, would you change about Friday Night Live?***

A total of 96 youth responded to this question.

Make No Changes to FNL: Most youth (n=58) said they would not change anything at all about the program.

***"I wouldn't change anything."***

Increase the Number of Youth Participants: Additional youth (n=16) expressed a desire for more participants in the program.

***"Make it more known and way more interactive with other kids and just bring more attention."***

***"I think I would change in trying to get more people to join FNL to make it more popular."***

***"Make it more known and way more interactive with other kids and just bring more attention."***

More Activities: Several respondents replied that they would like more activities, events or field trips.

***"I would like there to be more activities..."***

***"I would change some activities, adding more field trips that would add different members and bring more people together."***

***"More conferences."***

## **SECTION III: CLUB LIVE RESULTS**



## CLUB LIVE PARTICIPANT DEMOGRAPHICS

There were a total of 50 youth who participated in the Club Live (CL) Youth Development Survey from San Bernardino county. Youth came from 2 programs. The number of respondents per program is listed in the following table.

Due to the convenience sampling method used in this survey, the respondents may not represent the entire set of participants in CL youth programs throughout the county; any generalizations should therefore be applied with caution.

Club Name	Number of respondents
CIMS	33
MPH Intermediate School	17

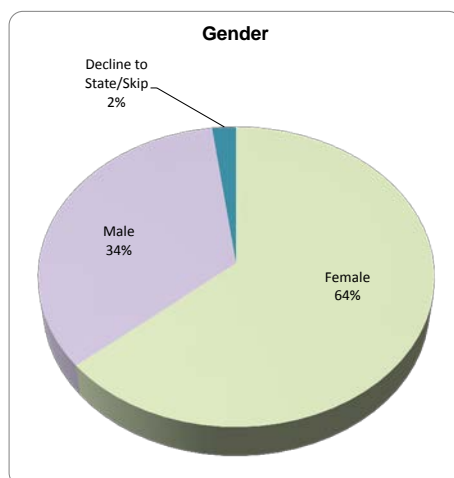
The 2016-2017 Youth Development Survey report provides basic descriptive information about the youth who completed the surveys including:

- gender
- age
- socioeconomic status
- language spoken by youth's family
- primary race/ethnicity
- length of program involvement
- frequency of program involvement
- intensity of program involvement
- participation in other clubs/sports

## Gender

n=47  
missing= 3

Female: 64%  
Male: 34%  
Decline to State/Skip: 2%

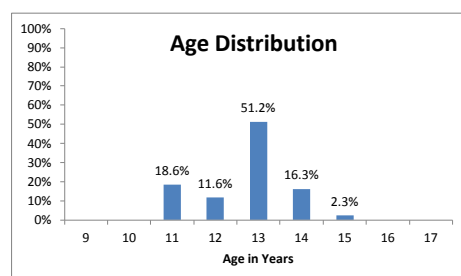


## Age

n=43  
missing=7

The CL participants ranged in age from 11 to 15 years.

The average age of participants = 12.72 years old. The following table presents the age distribution of participants.

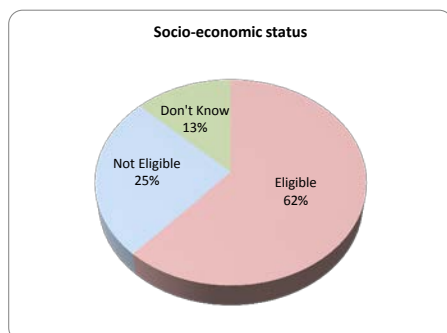


## Socioeconomic Status

n=47  
missing=3

To assess socio-economic status, youth were asked to report if they qualified for free- or reduced lunch at school. According to the U.S. Department of Agriculture, Food and Nutrition Service's income eligibility guidelines for 2016-2017<sup>1</sup>, a family of four who earns \$44,955 or less annually qualifies for free or reduced meals.

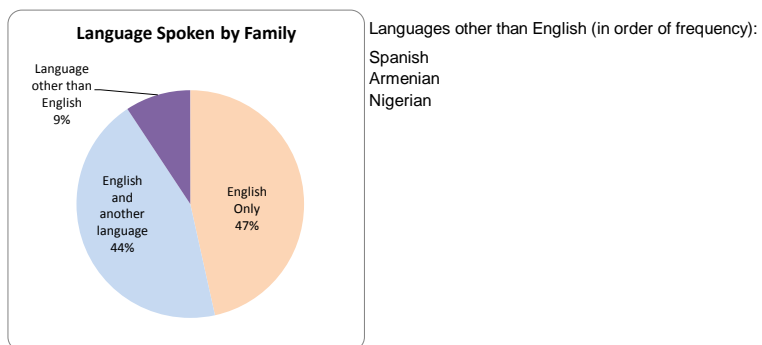
<sup>i</sup> For the full list of income eligibility guidelines, go to: <http://www.nj.gov/agriculture/divisions/fn/pdf/form127.pdf>



## Language

*n=43*  
*missing=7*

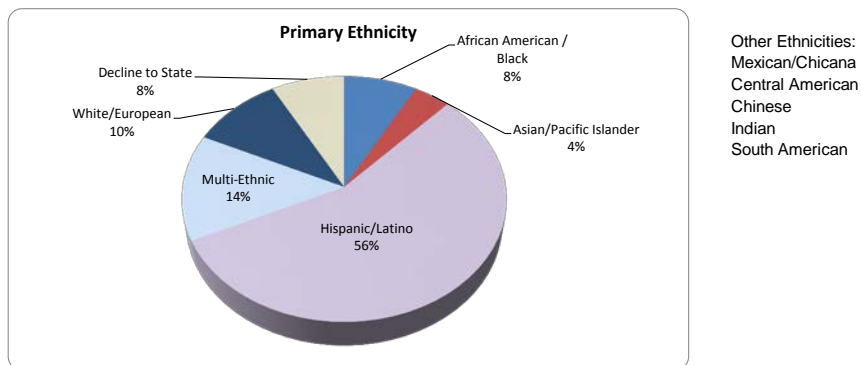
Survey respondents reported which language is spoken by their families:



## Primary Ethnicity

*n=50*  
*missing=0*

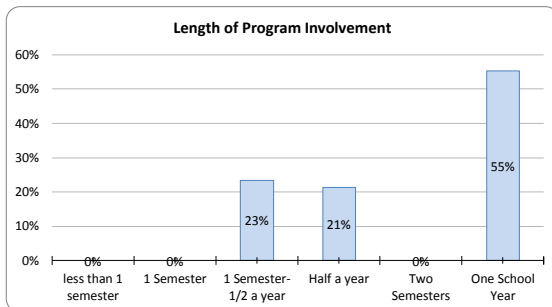
Youth who took the survey were asked to check the category that best describes their ethnicity or cultural background. The following is the distribution of responses:



## Length of Program Involvement

*n=47*  
*missing=3*

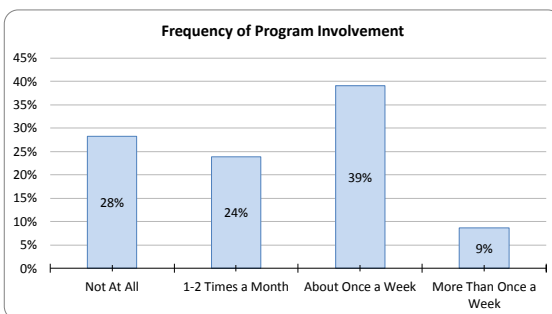
Youth who took the survey were asked how long they have been involved with your program:



## Frequency of Program Involvement

*n=46*  
*missing=4*

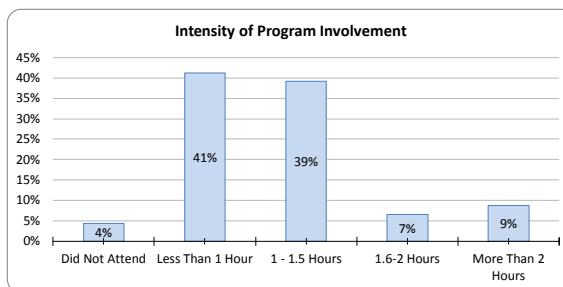
Youth were asked to report how frequently they participated in CL activities in the past month:



## Intensity of Program Involvement

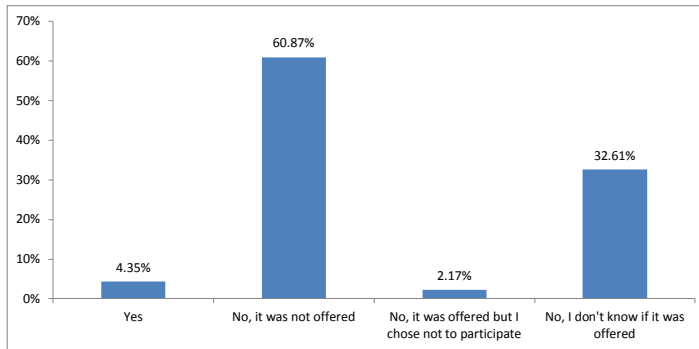
*n=46*  
*missing=4*

Youth who took the survey were asked how long they typically stay at program meetings, events and activities:



## Past Participation in Friday Night Live Kids (FNLK)

4% of CL survey respondents reported participation in FNLK.



## Club Live youth who reported participation in other clubs or sports:

Percent of youth who reported they participate in other clubs or sports: 51%

## STANDARDS OF PRACTICE (SOP)

The next set of charts summarize youths' responses to the questions in each of the five standards of practice (SOP):

(1) Safe Environments, (2) Caring and Meaningful Relationships, (3) Community and School Engagement, (4) Leadership and Advocacy, and (5) Skill Development. Youth are asked to answer each question using a 6 point Likert agreement scale where: 1= Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree. Each SOP is assessed with multiple questions. We provide the overall mean and standard deviation for each SOP category as well as the means and standard deviations for each of the individual items within the SOP.

The mean score is the average of all of the responses for all of the questions within the SOP. If the mean score for Community Engagement is 4.5, this indicates that young people reported, on average, that they "Slightly Agree" to "Agree" that they experience opportunities to connect and engage with the community through your program.

The standard deviation (SD) is a measure of how spread out a group of answers are. The larger the standard deviation is, the more spread out the answers are. For example, if 10 youth respond to the item "My program has helped to create some kind of positive change in the community" on a scale from 1 (Strongly Disagree) to 6 (Strongly Agree) the mean (or average) response might be a 3, which is right in the middle. If the standard deviation is small, most of the responses are close to the mean (in this case 3). However, if the SD is large, there is more range in the responses with some youth answering with a 1 and others a 5 or 6, yet the average of those scores is still in the middle of the scale in this case 3.

Finally, to give you more detailed information about how young people are experiencing the standards of practice in your program, charts are provided that show the percentage of youth who report that their opportunities to experience each standard of practice are "Strong," "Sufficient," "Needs Improvement," or "Insufficient." The categories were chosen as follows:

Mean Score=5.0 and above: scores are in the "Agree to Strongly Agree" range, meaning that youths' experiences of this standard of practice are "Strong."

Mean Score=4.0-4.9: scores are in the "Slightly Agree to Agree" range, meaning that youths' experiences of this standard of practice are "Sufficient."

Mean Score=3.0-3.9: scores are in the "Slightly Disagree to Slightly Agree" range, meaning that youths' experiences of this standard of practice may "Need Improvement."

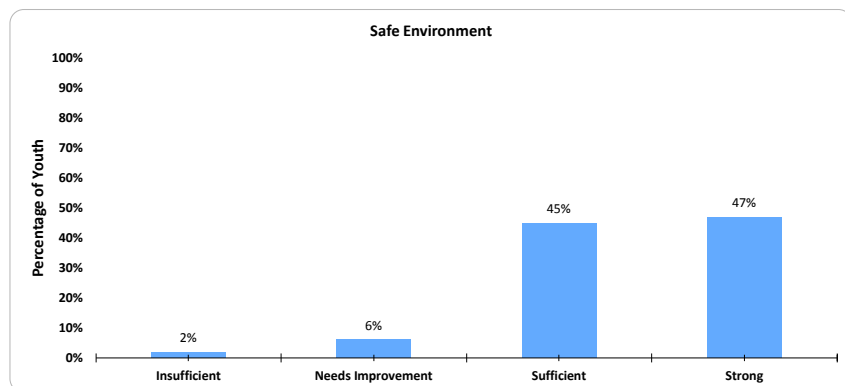
Mean Score=2.9 and below: scores are in the "Strongly Disagree to Slightly Disagree" range, meaning that youths' experiences of this standard of practice are "Insufficient."

## Safe Environment: Youth feel physically & emotionally safe

mean=4.84

standard deviation=0.66

Do young people feel like CL provides a safe environment?



### Survey Questions that Measured Safe Environment:

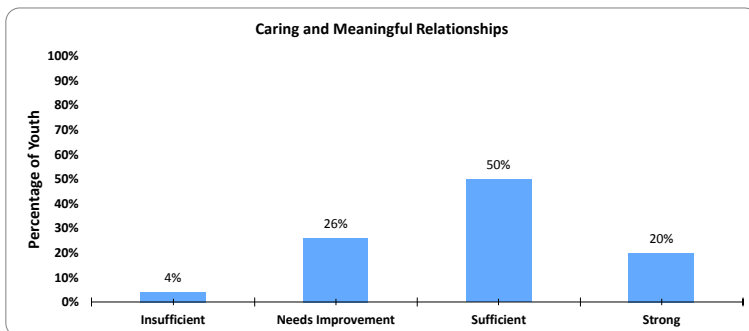
	N	Mean	SD
In CL, I learn how to work with people that I don't always agree with.	48	4.46	0.9
CL provides a space where I feel physically safe.	48	4.79	0.97
In CL, I can say what I think or feel without being criticized or put down.	47	4.72	1.08
In CL, youth respect each other's differences (e.g. gender, race, culture, religion, sexual orientation, etc.).	48	5.21	0.87
In CL, we learn ways to deal with problems with other people.	48	4.63	0.99
In CL, staff and youth treat each other with respect	49	5.2	0.82
In CL, I feel accepted for who I am.	49	4.82	1.32

## Caring and Meaningful Relationships

mean=4.27

standard deviation=0.82

In CL, do young people feel that they have the opportunity to develop and build caring and meaningful relationships?



### Survey Questions that Measured Caring and Meaningful Relationships:

	N	Mean	SD
In CL, I feel like others really get to know me.	50	3.8	0.99
Through CL, I get to spend time with young people who are different from me (e.g. racial/ethnic, religious, economic, gender etc.).	50	4.38	1.18
CL gives me opportunities to spend time with adults in a positive way.	48	4.5	1.27
CL encourages me to learn about the identities/cultural backgrounds of others.	48	4.15	1.32
CL provides me with opportunities to make new friends.	47	4.68	1.27
There are adults in CL who care about me.	48	4.46	1.35
I feel like other people in CL care about me.	48	4.19	1.28



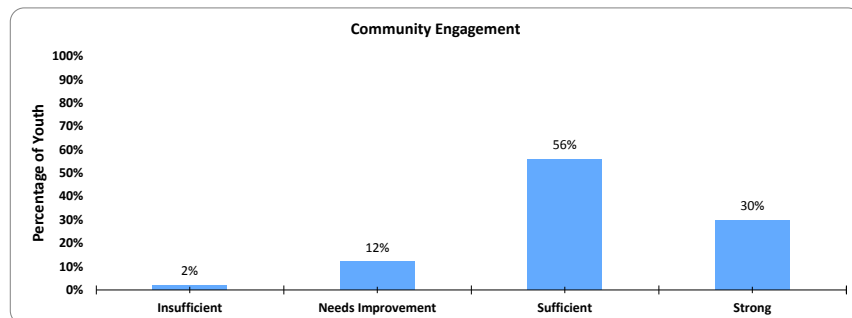
## Community & School Engagement

### A. Community Engagement

mean = 4.68

standard deviation = 0.71

Are young people forming relationships with adults and their peers in your program?



#### Survey Questions that Measured Community Engagement:

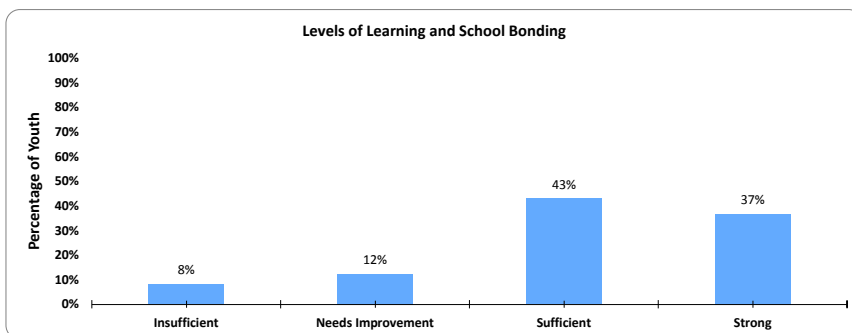
	N	Mean	SD
In CL we participate in events in the community.	50	4.5	1.18
In CL, we try to make things better in the community or school.	50	5	0.81
Through CL, I have learned a lot about other youth groups and activities in my community.	50	4.12	1.38
I work with CL to make things better in my community.	47	4.74	1.07

### B. Learning and School Bonding/Engagement

mean=4.48

standard deviation=0.97

Does being part of your program help youth feel more excited about and committed to school?



#### Survey Question that Measured Learning and School Bonding:

	N	Mean	SD
Because of my involvement in CL, I feel more prepared for high school.	48	4.04	1.35
Through my involvement with CL, I've learned about opportunities for my future.	49	4.49	1.16
Because of CL, I want to do well in school.	49	5.12	1.03
Because of CL, I am more excited about going to school.	49	4.24	1.42

## Leadership and Advocacy

mean=4.6

standard deviation=0.8

Do young people have the opportunity to build their leadership skills in your program?



### Survey Questions that Measured Leadership and Advocacy:

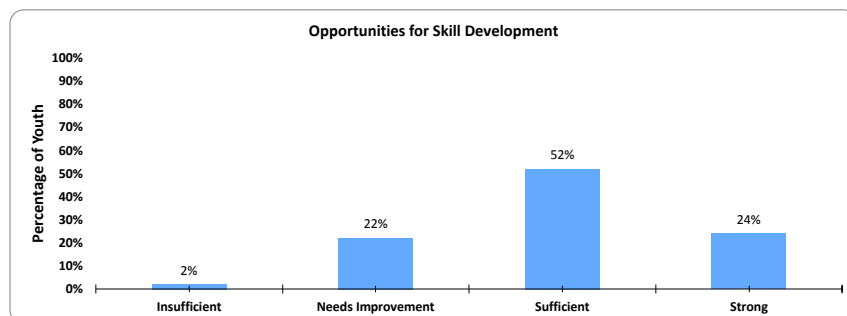
	N	Mean	SD
Youth and adults work together to make decisions in CL.	50	4.94	0.84
CL helps me believe I can try new things/take on new challenges.	50	4.66	1.1
Adult staff make sure that youth in my program have the chance to be a leader (for example, planning activities, leading meetings, etc.)	49	4.67	1.3
CL prepared me to take action in my community.	48	4.35	1.04
Because of being in CL, I want to take action in my community.	48	4.31	1.31

## Skill Development

mean=4.37

standard deviation=0.75

Do young people have the opportunity to build their leadership skills in your program?



### Survey Questions that Measured Skill Development:

	N	Mean	SD
I've felt challenged to push myself in CL.	50	3.66	1.35
CL gives me opportunities to use my leadership skills.	49	4.86	0.94
CL gives me opportunities to use the new skills I am learning.	49	4.29	0.98
Because of CL, I know what to do if my peers are teasing or harassing others.	49	4.69	1.08

### Specific Skills

Youth were provided a list of skills and asked if participating in CL gave them opportunities to build those skills.

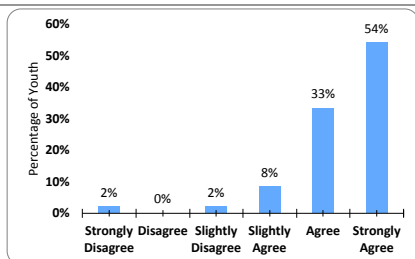
If they stated yes, then they were asked if it was a new skill.

Through CL, I've had an opportunity to build upon the following skills:	% of Youth who answered Yes	If Yes, % who stated it was a new skill
Working as part of a group	85%	11%
Planning and organizing my time	75%	24%
Active listening (carefully listening and showing the other person that you understand what s/he is saying)	83%	38%
Carrying out a plan	73%	18%
Looking at issues in my school or community	58%	55%

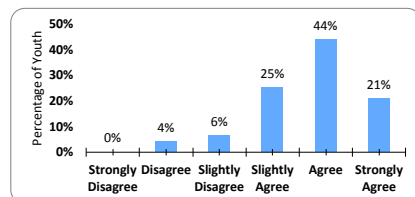
## ALCOHOL, TOBACCO, AND OTHER DRUGS

The following charts provide information about how CL impacts youth's attitudes and knowledge about Alcohol, Tobacco, and Other Drugs (ATOD). The means and standard deviations are provided followed by a graph showing the percentages of young people who reported whether they "Strongly Disagree," "Disagree," "Slightly Disagree," "Slightly Agree," "Agree," or "Strongly Agree" with statements about ATOD.

	N	Mean	SD
In CL, we learn reasons why we should not use alcohol, tobacco and other drugs.	48	5.33	0.98



	N	Mean	SD
Because of CL, I support other youth to make healthy choices.	48	4.71	1.01





## San Bernardino County

Friday Night Live, including Club Live, builds partnerships to promote positive and healthy youth development. FNL engages youth as active leaders and resources in our community.

50 Youth Survey Participants in 2016-2017

The average age = 12.72 years old



64% Female

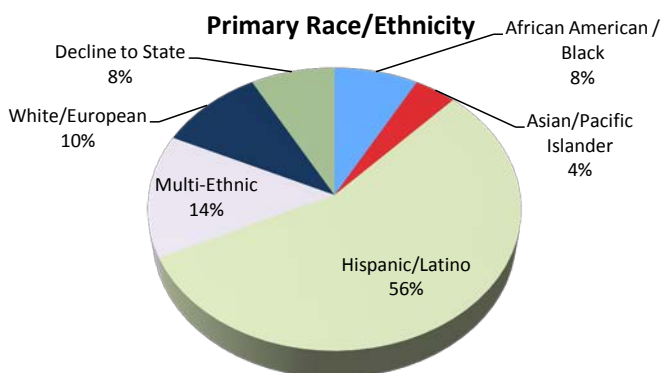
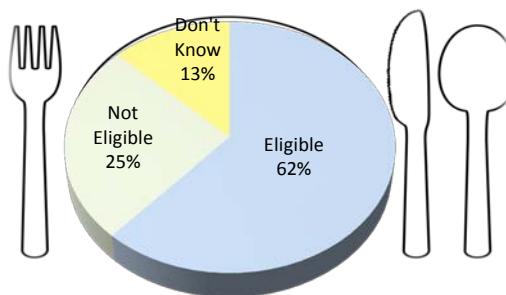


34% Male

2% Other

*Club Live Serves a Diverse Group of Youth*

Free & Reduced Lunch



*Club Live Promotes Resilience*

CL provides opportunities for leadership & advocacy

82%

CL promotes school engagement

73%

CL provides youth opportunities for community involvement & connection

76%

Youth developing caring & meaningful relationships with adults & peers

62%

CL provides a safe environment (physically & emotionally)

86%

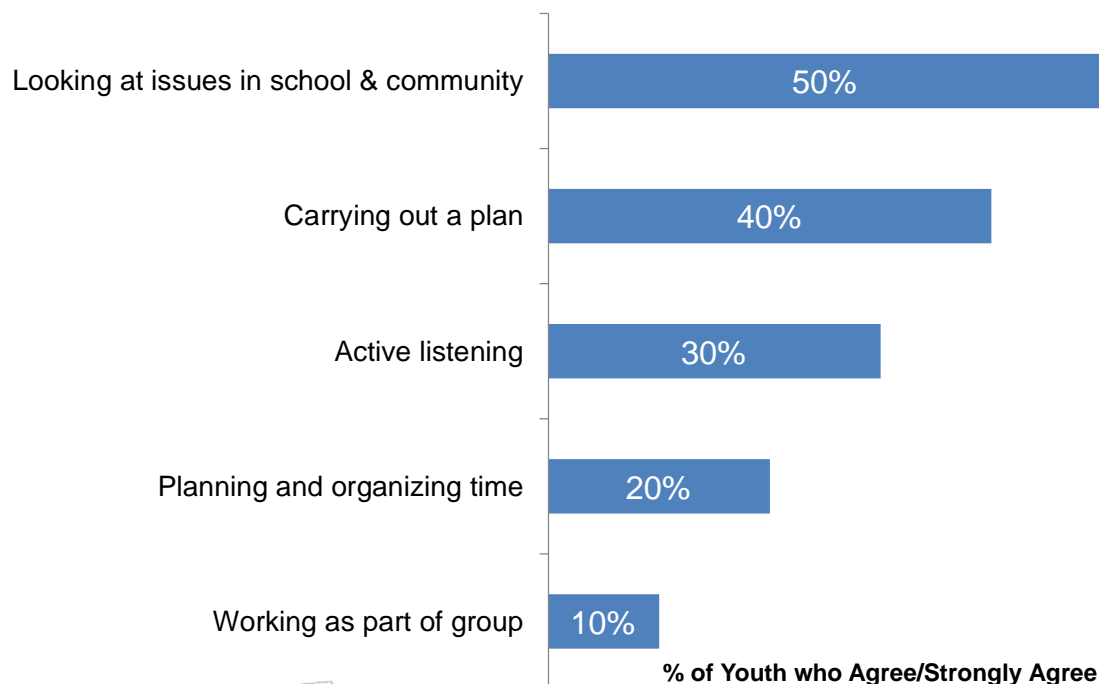
% of Youth who Agree/Strongly Agree



## Club Live Builds Youths' Skills

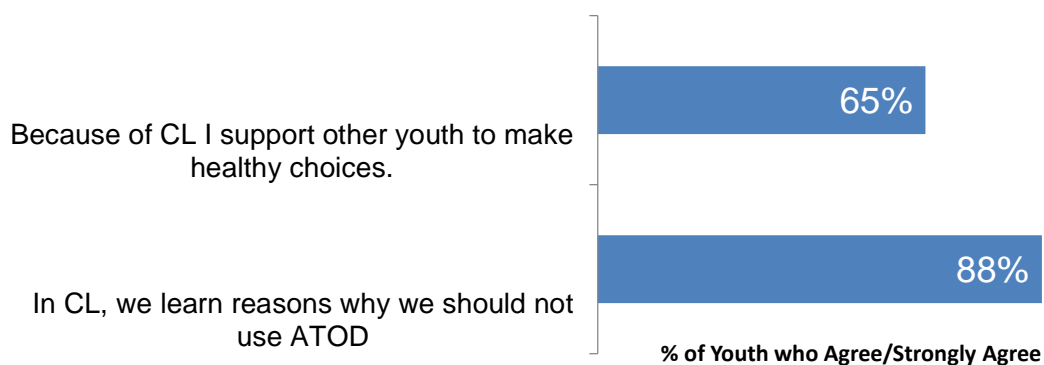
**96% of youth report developing skills in Club Live**

### % of Youth Who Built Specific Skills in Club Live



*"Club Live helps wiht skills I know will be useful for my future."*

## Club Live Reduces ATOD Risk



## RESPONSES TO OPEN-ENDED QUESTIONS

### Why is being in Club Live important to you?

Of the 50 youth who completed the CL survey, 45 responded to this question. The following is a summary of the major themes that emerged.

CL Provides Youth with Engaging & Meaningful Activities that are Fun: More than half (n=27) reported that the activities and games were the most important part of CL.

***“I loved the activities (ex. Egg hunt, Mario Kart championships, etc.) they were really fun and we make each other laugh and stuff like that.”***

Among these youth, 16 participants particularly liked the planning of the activities and working together to execute those plans as noted in the following quotes:

***“I enjoyed the way we planned out our activities as school.”***

***“...planning activities for school and working with people in them.”***

CL Supports Youth Working Together to Make a Positive Impact in their Communities: Many youth (n=14) stated that community involvement and helping the school was an important aspect of CL.

***“What I enjoy most about Club Live is that we get to set up all the spirit days and activities. I enjoy this because I enjoy getting involved with the school and students.”***

***“What I enjoyed most is events to help our community.”***

CL Supports Skill Development and Making Healthy Choices: Several (n=8) participants reported they enjoyed developing skills in CL and learning about making healthy choices with regard to drug and alcohol use.

***“I enjoyed all the fun everyone had I loved helping out and i enjoyed learning new skills like planning and learning how drugs aren’t healthy for you or alcohol.”***

***What I enjoyed most was the ‘no drugs spirit week’ because kids had fun and know not to do drugs.”***

## What if anything, would you change about Club Live?

A total of 45 youth answered this question.

Would Not Change Anything: Most youth, (n=29) reported they would not change anything about the program.

***“I think it is good as it is and we do not need to change anything.”***

More Activities, Events and Meetings: Eight respondents would like to see more activities and events, as one participant stated:

***“The only thing I would change is we should have more activities at least 3-4 times a month.”***

Space: Two respondents suggested having their own classroom or meeting room.



# **APPENDIX: REFLECTION AND ACTION**

# Using Your Youth Development Outcomes for Action

## Step 1: Reflect on Data

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After you have reviewed survey results, take some time to reflect on the following questions and write down your thoughts.

- What are the data telling you about your program?
- What reflects your own experience and what surprises you?
- How do the results compare to previous results (if you are aware of them)?
- What could have been influencing the results?
  - What agency/organizational policies or practices could be influencing the results?
  - What characteristics of the participating sites could be influencing the results?
  - What program features might be influencing the results?
  - What else?
- What else do you want to know?

## Step 2: Prepare and Take Action

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Now that you have reflected on the data and have gained a better understanding of what the data mean, what comes next?

### Make sure to involve stakeholders in the conversation

Engaging multiple stakeholders will ensure that your youth development data are used to create maximum impact. Below are suggestions for bringing your data to key stakeholders:

#### Youth and Chapters

- Review results at chapter meetings, and explore what the data are saying about the program experience. What do we know about participants' experience of each youth development standard of practice? What skills are young people practicing and which ones are they not practicing? Who is the program serving? What are young people's ideas about program strengths and challenges?
- Seek out youth recommendations and ideas to address areas identified to strengthen.
- Develop a plan to implement recommendations and determine what is attainable.

#### Adult Allies and Advisors

- Discuss results at your Advisor Trainings and/or other Advisor meetings.
- Host tabletop discussions regarding how Advisors can support each standard of practice.

Produced by Kathleen Tebb, PhD., University of California San Francisco for the California Friday Night Live Partnership with funding provided by the California Department of Health Care Services

- Brainstorm program improvement strategies that address areas you'd like to strengthen.

#### Program Managers/AOD Administrators

- Share your County Report with program managers and your Alcohol and Other Drug Administrator.
- Host annual meetings with staff in your department to review/present program results.
- Encourage use of localized youth development data in reports and evaluation plans.

#### Broader Community/Funders

- Utilize results in funding proposals and grant reports to demonstrate youth development outcomes for young people.
- Include key results in program promotional and outreach material.

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### **Develop an Action Plan**

Once results have been shared and change strategies have been identified, work in partnership with key stakeholders (or a designated workgroup) to develop an action plan to address those areas. It is critical to establish stakeholder buy-in due to the likelihood that roles and responsibilities will shift.

For example, some strategies may:

- Require reallocation of budget resources and staff;
- Relate to program activities and agency practices that will require other kinds of changes for which agency manager support is necessary; and/or
- Require additional funding resources or new partnerships.

Be certain to ensure that your action planning process includes the following:

- Specific recommendations to address the identified priorities;
- Key players (i.e., a responsible person or people (point person) and designated action plan team from above);
- Timeframe for accomplishing the recommendation strategy;
- Indicators to guide ongoing assessment in order to measure: (1) whether your recommendation has been implemented and (2) whether it has had an impact; and an
- Evaluation plan to measure those indicators and where you will find the data (for program improvement projects, some data sources might be regular group reflections or next year's youth development survey results).

Below are some pointers for engaging in recommendation development.

# Recommendation Development

## Brainstorming Exercise to Get Started

Now that you have reflected on your data, what ideas do you and your stakeholders have about moving from where things are to the ideal?

### 1. Imagine Something Different:

- Draw a visual that depicts where things are now, based on your findings, and one that shows your ideal. Represent in a visual way what reality looks like right now. For example, maybe half of the youth you surveyed feel like other FNL youth really get to know them (reality now) versus all of them feeling like youth in their chapter really get to know them (your ideal).

### 2. Linking your findings to recommendations:

- Compare the two visuals and identify the key differences. Once you have identified the key differences you will focus your brainstorming on the key areas and on how to bring reality closer to the ideal through concrete recommendations for change. You don't have to get specific in this stage- you need to identify the general strategies. You will need to bring in stakeholders and do some research to get the specifics of your recommendations. For example, you might reach out to CFNLP or other FNL counties to identify strategies for deeper relationship building.
- Give each change strategy (or multiple strategies) to a small group. Have each group brainstorm various ways you could address each strategy.

Once you have a few good ideas, you can present them to stakeholders to get their ideas and input.

### 3. Making sure your recommendations are SMART

**GETTING IT RIGHT:** Use the worksheet below to assess your final recommendations. It is a good idea to review it before you meet with stakeholders to have a sense of where you want to end up.

## Finalizing Your Recommendations

**Instructions:** Write down your recommendations in the spaces provided. Next, assign a letter grade (i.e. B+, D, etc.) that reflects how well you think your goal answers the question. By the end of the worksheet, you should feel a stronger sense of whether your action goal makes sense to your group. You'll also have some ideas and questions to follow up on.

Action Goal			
RECOMMENDATIONS			
Does it address our goal and the roots of our issue?			
Is it Specific?			
Is it Measurable?			
Is it Achievable and winnable?			
Is it Realistic? Do we have the resources and allies?			
Is it Timely? Do we have enough time?			
Is it enough? Will it make a real difference?			

Once your group has identified the set of recommendations that is SMART, you will need to think about the best way to report your findings and advocate for your recommendations.

## **Tracking Progress**

It is critical to set up a tracking system to gauge progress once recommendations are adopted. Establish indicators and concrete targets and assign a point person to track progress. Some of this work may have been done in your action plan.

- What will be different if your recommendations are implemented? (Go back to your Ideal drawing)
- What will you be looking at and tracking to gauge progress moving forward? What are reasonable indicators to use? Who will track them?
- How will you stay in touch with recommendation implementers to support their efforts and hold them accountable? You could hold a follow-up meeting to follow up on the commitments made by stakeholders.

## **Celebrate**

Congratulations! You have completed a process that few people ever do, whether they are youth or adults. At this final stage, it is important to:

- Acknowledge and thank the people that supported your efforts.
- Celebrate your hard work. Plan a celebration to honor each other and what you have all accomplished.

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